

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

*** Telephone number:**

*** E-mail:**

History of the program. Please mark the appropriate response (choose one):This program:

Was an original initiative of the Education Improvement Act of 1984

Was created or implemented as part of the Education Accountability Act of 1998

Has been operational for less than five years

Was funded by last fiscal year by general or other funds.

Is a new program implemented for the first time in the current fiscal year

Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

N/A

Code of Laws:(MAX. 100 characters)

N/A

Proviso Number:(MAX: 100 characters)

Part IA, Section 1, XI.B-Parenting/Family Literacy

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

N/A

Do guidelines that have been approved by the State Board of Education, the Commission on higher Education or other governing board exist that govern the implementation of this program?

Yes

No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The mission of the national school reform model, Accelerated Schools is to accelerate the learning of all students, especially students living in poverty. Its long-term objectives include:

1. Improve student achievement
2. Work with participating schools to implement rigorous and relevant curriculum and instruction
3. Increase active family and community involvement in participating schools
4. Provide tailored, on-going professional development for teachers, administrators, and staff
5. Establish collaborative governance structures in all schools
6. Implement systematic inquiry-based decision-making process in all participating schools

After a long affiliation with the national Accelerated Schools model, the College of Charleston determined that it is in South Carolina's best interest to separate from the national model and serve schools under a different name, Partners for Acceleration (PFA). This decision was encouraged by the six participating schools, and provides us the opportunity to focus on specific needs and issues in South Carolina. When referencing data from the prior year, Accelerated Schools will be used. Current and future references use PFA. Current annual objectives for PFA are:

1. Increase the number of students scoring proficient and advanced and reduce the number scoring below basic in all subjects but especially in ELA and math
2. Assist in implementing rigorous curriculum based on South Carolina's standards
3. Increase family involvement at the classroom and school level, and strengthen and increase and coordinate partnerships between the school and community
4. Provide on-site professional development at each participating school, network meetings, and access to local, state, and national conferences
5. Ensure that PFA schools will use a collaborative (involving teachers, parents, administrators, community) governance structure
6. Ensure that PFA schools make major decisions using a systematic inquiry process.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

Objective1: Increase student achievement.

Prior Year: Focus on professional development and supports at the building level to improve student achievement. Services provided:

- Assisting and analyzing data, including MAP, DIBELS, STAR Literacy, Project Read, PACT, and informal assessments.
- Professional development: differentiated instructional strategies, test-taking strategies, gifted/talented strategies, book studies, closing the gap techniques, etc.
- Observations in classrooms
- Planning with and co-teaching in classrooms
- Review of student work samples with feedback
- Conferences and network meetings

Current Year: continue site-specific support & professional development

Objective 2: Curricular and/or instructional changes

Prior Year: Action plans were written to support changes to improve student achievement:

- Project Read: phonology, linguistics, written expression
- Closing the Gap strategies
- Thematic approach for the integration of all subjects
- RIT band lesson planning
- Reciprocal teaching
- Test taking techniques, vocabulary support

Current Year: Continue to work with schools to implement district curriculum and identify most effective instructional strategies

Objective 3: Increase family or community involvement

Prior Year: All schools focused on community and parent involvement according to their individual needs:

- Business partnerships; Chick Fil A(with a percent of the sales for one evening going to the schools), Piggly Wiggly, Sam's, Wal-Mart, Bi-Lo, sub shops, local businesses, etc.
- Community supports through providing personnel to participate in school activities (banking options for students that were held on-site, architects and landscapers planning an outdoor learning environment, etc.)
- Parental involvement included: volunteers, mentors, PTA attendance, members of the School Improvement Council, during and after school tutors, rotary club members, etc.

- Current Year: Continue efforts and begin to coordinate partners toward common commitment to accelerating learning

Objective 4: Provide professional development

Prior Year: Teachers in the affiliated schools met weekly after school or during school according to the school's schedule, and all certified teachers attended professional development opportunities on the project components and according to their unique needs:

- Data-driven decision-making process
- Whole school inquiry and classroom-based inquiry
- Governance
- Pre-assessment, gifted/talented, goal setting, powerful learning, inclusion, collaborative strategies, etc.
- Facilitator roles and responsibilities
- On-site, on-going support to cadres, steering and school-as-a-whole
- Book studies: Closing the Achievement Gap and The Five Dysfunctions of a Team

Teachers evaluated all training sessions, and positive evaluations affirm the value of teacher-driven professional development.

Current Year: Continue to provide professional development primarily on-site as well as providing opportunities for networking and conferences

Objective 5: Implement the project governance structure and participate in annual evaluation
Prior Year: All schools implemented the governance structure with all three levels in place (cadre, steering committee, school-as-a-whole). One school used vertical alignment teams in lieu of cadres but the focus on data-driven, decision-making was still used. One school did not use the structure second semester because of district requirements for a class linking Accelerated Schools and Positive Behavior Support at the same time. The meeting schedules for each school included:

- One school-as-a-whole meeting a month
- One steering/leadership meeting a month (more if necessary)
- Two cadres or vertical alignment team meetings per month

The end of the year evaluation was completed for each school and included input from staff members, administrations, students, parents, and community members through an interview process. Other evalu

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

? All certified teachers in the following schools were involved in training according to the needs of the schools:

- o Lambs Elementary ? inquiry-based decision making process, curriculum based inquiry, team building, attendance to conferences and network trainings, project evaluation (26 teachers)
- o Ladson Elementary- inquiry ?based decision making process, powerful learning, Project Read (Framing Your Thoughts), principal and 4 teachers attended the National Accelerated Schools Conference, local network meetings, facilitator training, project evaluation (37 teachers)
- o James Island Elementary- inquiry training, powerful learning, Closing the Gap presentation and training, network meetings, facilitator trainings, project evaluation (35 teachers)
- o Edith L. Frierson ? governance training, inquiry-based training, development of cadres, steering committee, and school-as-a-whole, two teachers attended the National Accelerated Schools Conference, local network meetings, facilitator meetings, project evaluation (15 teachers)
- o Jane Edwards Elementary- inquiry training, gifted/talented strategies, powerful learning strategies, Closing the Achievement Gap book study, team building, test taking strategies, motivating the unmotivated students, goal setting strategies, principal and 3 teachers attended the National Accelerated Schools Conference, network meetings, facilitator trainings, project evaluation (16 teachers)
- o Angel Oak Elementary ? inquiry training, Project Read support, teacher coach team support, positive behavior support, network meetings, facilitator training, governance support, vertical alignment teams, project evaluation (25 teachers)
- o Haut Gap Middle School ? inquiry training, review of governance, principles and values, team building, semester long class linking Accelerated Schools with Positive Behavior Support for entire staff, data driven instruction, project evaluation (38 teachers)
- o TOTAL: 192 certified teachers

? Through these training and professional development activities, all students in the schools were indirectly served. Below are the student populations at project schools:

- o Lambs Elementary ? 416
- o Ladson Elementary - 517
- o James Island Elementary ? 483
- o Edith L. Frierson Elementary ? 141
- o Jane Edwards Elementary ? 151
- o Angel Oak Elementary ? 402
- o Haut Gap Middle School ? 259
- o TOTAL ? 2,369

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Outcomes: Objective 1

All Schools have one or more cadres that focused on student achievement. The focus included ELA/Social Studies, Math/Science combinations or an individual approach to each area of curriculum. This was the third year of implementation for five of the schools. Positive changes in student achievement are beginning to make an impact on the schools as a whole.

? 21 out of 31 grade levels tested showed an increase in overall student achievement in the areas of Math and ELA on PACT

? 4th graders showed a decrease in the % below basic and an increase in proficient and advanced in ELA on PACT

? 5th graders showed an increase in the numbers of students in proficient and advanced in ELA on PACT

? 4th graders showed a decrease in the numbers of students below basic in Math on PACT

? 5th graders showed an increase in the numbers of students at the proficient and advanced levels on PACT in Math

? MAP scores show continual progress and growth according to the Data Boards posted at each school

? Comparison of end of year MAP scores and PACT scores showed similarities in where students performed according to the performance levels

? DIBELS testing took place in all the schools at the K, 1, and 2 levels. All students showed progress was made throughout the year.

Outcomes: Objective 2

Schools made significant improvements resulting in the following awards and commendations:

? Closing the Achievement Gap award: James Island Elem.

? Palmetto Gold and Silver Awards: Jane Edwards Elem.

? Laura Bush Reading Grant: Edith L. Frierson Elem.

? PBS (District Positive Behavior Support) Award: Ladson and Frierson Elem.

? Project Read Grants: James Island Elem., Angel Oak Elem., and Frierson Elem.

? Community Grant: Jane Edwards Elem. and Haut Gap M.S.

? Teacher Grants for Math materials, Smart Boards, and classroom libraries: Angel Oak Elem., Frierson Elem., and Ladson Elem.

? National Board Certified Teachers: Lambs, James Island Elem., and Ladson

Outcomes: Objective 3

All schools strived toward making the community and parents more involved in school activities:

? Business partnerships with: Chick Fil A, Bi Lo, Piggly Wiggly, sub shops, Wal Mart, banks, discount centers, etc.

? Partnerships with colleges and universities: USC, College of Charleston, visiting professors from other universities, Trident

? Partnerships with individuals: architect creating a plan for an outdoor learning environment, dentists visiting the schools, weather personnel as guest speakers, etc.

? Partnering with parents to support them as volunteers in the classroom: training was provided along with daycare for younger children

? Mentors for students in academic, sports, and extracurricular activities

? Parents? participation on the School Improvement Council, Steering Committee, front office support, etc.

? Parents increased attendance at PTA meetings, special events, and school-related activities: school carnivals, cancer relays, student performances, increase occurred especially when dinner was provided and students participated, etc.

Outcomes: Objective 4

Professional development was conducted through weekly workshops and conferences [network retreats, national conference, CPIE conference, leadership, facilitator meetings, and teacher coach meetings] and through onsite professional development support. Below is a list of [approximate] hours ASP staff provided on site at each participating school:

? Angel Oak ? 72 hours on site
? Edith Frierson ? 88 hours
? Jane Edwards ? 96 hours
? Haut Gap M.S. ? 96 hours
? Lambs ? 72 hours
? Ladson- 72 hours
? James Island Elem. ? 72 hours

On-site coach served 4 of the schools at least one day per week.

Outcomes: Objective 5

According to data collected through annual assessments of implementation progress, 100% of schools established an appropriate governance structure and met the benchmarks.

Six of the seven schools met the benchmarks and established a three

Program Evaluations

What was the date of the last external or internal evaluation of this program?

Has an evaluation been conducted?

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

Prior Year: Accelerated Schools developed a comprehensive evaluation tool to gauge the progress of each school. This tool provides benchmarks of progress toward meeting project goals in relation to enacting the philosophy, inquiry process, governance structure, instructional strategies, and school and classroom environment. School progress is evaluated by Accelerated Schools? staff and by the school faculty, staff, parents, and community each spring. In analyzing the results of this evaluation, all schools except one, Jane Edwards Elementary, made sufficient progress to continue involvement with Accelerated Schools. PACT scores are also examined and reviewed when they are available. Recommendations were made to fund an external evaluation in the current year.

Current Year: Funding has been allocated to support an external evaluation of the revised program, Partners for Acceleration.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)

Evaluations of each school are not consolidated into one document at this time.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

no increase or decrease in funds requested.

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Data entry complete for this year.

Will additional information (eg. charts, tables, graphs, etc.) be submitted under separate cover to EOC for this program? If so, submit to Melanie Barton at mbarton@eoc.sc.gov. The program number should be cited in the subject of the e-mail.

Yes No